

**Syllabus for Sociology 3564-090 Locked Up!
Criminal Courts and Corrections
Summer Semester 2019**

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Course Description

The objective of this course is to provide students with an overview of criminal courts and corrections which are fundamental components of the criminal justice system. The course will focus on the etiology, structure, and function of each of these components as well as their pivotal relationship to the criminal justice system. Litigation that has had a major impact on the function of courts and corrections will be examined within the framework of the Bill of Rights and due process issues. The importance and impact that courts and corrections have on society as a whole will also be explored. Some attention will be devoted to philosophical issues, questions, and assumptions which serve as a foundation for the day-to-day operations of courts and corrections.

The class is based on an “online” learning style format. Course content includes assigned readings in the texts, assigned readings accessible online from the library, online discussions, lectures, and PowerPoint presentations. Please check Canvas on a daily basis for announcements and updated course information. All class communication will be received via Canvas or by email. **All of the exams for this class will be administered online.**

Course Objectives:

1. Gain a familiarity with the sources of law and structure of the American legal system.
2. Understand the evolution of the American criminal court system.
3. Know the functions of the various professions in the criminal court system.
4. Learn about the importance of the supreme court to the American system of jurisprudence.
5. Understand the evolution of the contemporary prison system.
6. Understand what the policy of incarceration is.
7. Know what is meant by “Evidence Based Corrections.”

8. Understand why the prison system is called the “new asylum.”

Texts

Corrections: An Introduction, 5/E, (Richard Seiter). Published by Prentice Hall.
ISBN: 13: 978-0-13-416411-3

The New Jim Crow: Mass Incarceration in the Age of Colorblindness (Alexander, Michelle) The New Press; ISBN:978-1-59558-103-7

Table of Contents:

Forward (Cornel West)

Preface

Introduction

Chapters:

1. The Rebirth of Caste
2. The Lockdown
3. The Color of Justice
4. The Cruel Hand
5. The New Jim Crow
6. The Fire This Time

Grading

The final grade will be based on three multiple choice quizzes each worth 21 percent of the total grade, participation in 4 online class discussions worth 20 percent of the final grade, and a PowerPoint project worth 17 percent of the final grade. Grading Scale: A (100-93) A- (92-90) B+ (89-87) B (86-83) B- (82-80) C+ (79-77) C (76-73) C- (72-70) D+ (69-67) D (66-63) D- (62-60) E (>60). **Please note that there is no extra credit available for this course.**

PowerPoint Assignment

Students will be required to prepare a PowerPoint presentation on a topic related to changing criminal behavior. Details of the assignment will be posted towards the end of May. **The assignment is due on July 16.**

Quizzes (63%)

There will be three online multiple-choice quizzes based on the texts and **any other material assigned by the instructor**. The quizzes will be available for you to take during a **beginning on a designated Saturday at 8:00 A.M. and ending on the following Sunday at 11:30 P.M.** You will have approximately 60 minutes to complete each quiz. Each quiz will count towards 21% of the overall class grade. Cumulatively, the quizzes account for 63% of the overall grade. All quizzes will be held on a Saturday - Sunday schedule.

Quiz 1- June 8 (Begins Saturday morning at 8:00 A.M. and ends the next day (Sunday) at 11:30 P.M.

Quiz 1 will cover the following material:

Courts Lecture 1 (This is accessible through the “Files” section of Canvas for the course).

Seiter Text: Chap. 1, 2, 3.

Alexander Text: Chap. 1 and 2

*Research Articles

*These articles are accessible in the “Files” section of Canvas in the “Research Articles” folder.

Research Article: Chaos Theory and Correctional Treatment: Common Sense, Correctional Quackery, and the Law of Fartcatchers (*P. Gendreau Journal of Contemporary Criminal Justice 2009; 25; 384*)

Research Article: Petrosino, A., Turpin-Petrosino, C., & Finkenauer, J.O. (2000). Well-meaning programs can have harmful effects! Lessons from experiments of programs such as Scared Straight. *Crime and Delinquency*, 46, 354-371.

The following “Constitution U.S.A videos are available online through the University of Utah Library. To access the videos, go to the University of Utah Library website at <https://lib.utah.edu/> and search on “Constitution USA.” Select the “Constitution U.S.A. collection (video edition).” Click on “A Kanopy Streaming Platform.” This will give you access to the videos.

Online Video: Constitution USA – A More Perfect Union

Online video: Constitution USA – It’s A Free Country

PowerPoint – The Rich Get Richer and the Poor Get Prison (access this PowerPoint by going to the files section on Canvas)

Quiz 2 – July 6 (Begins Saturday morning at 8:00 A.M. and ends the next day (Sunday) at 11:30 P.M.)

Quiz 2 will cover the following material:

Courts Lecture 2 (This is accessible through the “Files” section of Canvas for the course).

Seiter Text: Chap. 4, 5, 6

Alexander Text: Chap. 3 and 4

Research Articles

Research Article: Bourgon, G., & Armstrong, B. (2005) Transferring the principles of effective treatment into a “real world” prison setting. *Criminal Justice and Behavior*, 32, 3-25.

The following “Constitution U.S.A videos are available online through the University of Utah Library. To access the videos, go to the University of Utah Library website at <https://lib.utah.edu/> and search on “Constitution USA.” Select the “Constitution U.S.A. collection (video edition).” Click on “A Kanopy Streaming

Platform.” This will give you access to the videos.

Online video: Constitution USA – Created Equal

Online video: Constitution USA – Built to Last

PowerPoint – Evidence Based Corrections (access this PowerPoint by going to the files section on Canvas)

Quiz 3 – July 27 (Begins Saturday morning at 8:00 A.M. and ends the next day (Sunday) at 11:30 P.M.)

Quiz 3 will cover the following material:

Courts Lectures 3 and 4 (These are accessible through the “Files” section of Canvas for the course).

Seiter Text – Chaps. 7, 9, and 15

Alexander Text – Chap 5 and 6

Articles on Course Reserve

Research Article: Listvan, S.J., Sullivan, C., Agnew, R., Cullen, F.T., & Colvin, M. (2013). The pains of imprisonment revisited: The impact of strain on inmate recidivism. *Justice quarterly*, 30, 144-168.

Research Article: Latessa, E. J., & Lowencamp, C. (2006) What works in reducing recidivism? *St. Thomas Law Journal*, 3(3) 521-535.

Research Article: Bucklen, K.B. & Zajac, G. (2009). But some of them don't come back (to prison!): Resource deprivation and thinking errors as determinants of parole success and failure. *Prison Journal*, 89, 239-264.

Online Video – The New Asylums (PBS) <http://www.pbs.org/video/2365608491/>

Discussions (20%)

You are **required** to participate in all 4 of the online discussion sessions. All discussions will be offered through Canvas. You are expected to make a meaningful and thoughtful response to the discussion question. Courteous and respectful dialogue with other students is encouraged.

To ensure that you receive full credit in for a discussion, make sure that you answer item by item any questions posed by the discussion and that you participate in the discussion by reading the other responses posted by students and then engaging in the discussion. A “single” post does not meet the criteria for engaging in the discussion. It is not uncommon for some students to post six or seven posts in the course of a discussion. The discussion topics are designed to help you apply critical thinking skills to contemporary problems engender by the course. You are encouraged to express your position, defend it and/or modify it

as you gain a fuller understanding of the perspectives surrounding the discussion topic.

In order to gain full credit for the discussion you should follow and participate in the discussion on a daily basis while it is active.

Discussion sessions will not be extended beyond the end date. As this is a class activity, **Makeup discussion sessions will not be offered.** If you miss a discussion session you should plan on participating in the next discussion. If you have trouble “posting” a discussion in Canvas please get assistance through the Canvas help desk at (801) 581-6112 (option 2) and then notify me either by email or by phone. The discussions will last for 4 days. The discussion will begin on a Tuesday morning at 8:00 A.M. and end on the following Friday at 11:30 P.M.

Discussion Schedule

Discussion 1	May 28 – May 31
Discussion 2	June 11 – June 14
Discussion 3	June 25 - 28
Discussion 4	July 9 - 12

Declarations

Provisions for Disabled Students

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the [Center for Disability Services](#), 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Academic Misconduct

Per University of Utah regulations (Policy # 6-400). “A student who engages in academic misconduct,” as defined in Part I.B. and including, but not limited to, cheating, falsification, or plagiarism, “may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student’s degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.” Please refer to the Student Code for full elaboration of student academic and behavioral misconduct policies (<http://regulations.utah.edu/academics/6-400.php>).

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s

status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, and (801) 581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).